

The Group Guidance Services to Normalize the Polite Behavior in Vocational High School Students

Aldila Fitri Radite Nur Maynawati¹, Siti Nur Khasanah², Supriyanto Supriyanto³,
Titik Tri Widati⁴

Department of Guidance and Counseling, Faculty of Educational Science,
Universitas Veteran Bangun Nusantara Sukoharjo, Indonesia¹

Department of Guidance and Counseling, Faculty of Educational Science,
Universitas Veteran Bangun Nusantara Sukoharjo, Indonesia²

Directorate of Mangrove Rehabilitation Ministry of Forestry, Indonesia³
Sekolah Menengah Kejuruan Taman Siswa Sukoharjo, Indonesia⁴

E-mail: aldila.fitri.rnm@gmail.com¹, sitininur@gmail.com², supriyantop@gmail.com³,
titiktriwidati@gmail.com⁴

Correspondent Author: Aldila Fitri Radite Nur Maynawati, aldila.fitri.rnm@gmail.com

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Abstract

Polite behavior reflects students' character and personality at school and could indirectly affect student achievement. The primary purpose of this study is to analyze group guidance services to improve positive student behavior, using a case study of class X MPLB students at Vocational High School Tamansiswa Sukoharjo. The method used is qualitative descriptive analysis through questionnaires, observations, and group discussions. The results of the study indicated that personal interests considerably dominated 47.15% of students' life needs. While study, social, and career needs were 19.69%, 17.77%, and 16.39%, respectively. The results of student observations conducted before the group guidance service indicated that 18 students behaved in an impolite manner. After the group guidance service intervention, the number of students who behaved in an impolite manner decreased to 5. Impolite behavior among students included using impolite language (cursing), mocking (bullying), and dressing untidily. However, rude behavior among individuals tended to decrease significantly after the group guidance service. Therefore, group guidance services are highly effective in promoting positive behavior among students, and they could be widely applied in other schools.

Keywords: group guidance, manners, morals, student, vocational high school

Abstrak

Perilaku sopan mencerminkan karakter dan kepribadian siswa di sekolah, yang secara tidak langsung dapat mempengaruhi prestasi siswa. Tujuan utama dari penelitian ini adalah untuk menganalisis layanan bimbingan kelompok untuk meningkatkan perilaku positif siswa menggunakan studi kasus siswa MPLB kelas X di Sekolah Menengah Kejuruan Tamansiswa Sukoharjo. Metode yang digunakan adalah analisis deskriptif kualitatif melalui kuesioner, observasi, dan diskusi kelompok. Hasil penelitian menunjukkan bahwa 47,15% kebutuhan hidup siswa sangat didominasi oleh minat pribadi. Sedangkan kebutuhan studi, sosial, dan karir masing-masing adalah 19,69%, 17,77%, dan 16,39%. Hasil observasi mahasiswa sebelum dinas bimbingan kelompok menunjukkan bahwa ada 18 siswa yang berperilaku tidak sopan. Setelah intervensi layanan bimbingan kelompok, jumlah siswa yang berperilaku tidak sopan menjadi 5 siswa. Perilaku tidak sopan yang ditemukan pada siswa termasuk penggunaan bahasa yang tidak sopan (mengutuk), mengejek (mengindas), dan berpakaian tidak rapi. Namun, perilaku tidak sopan pada setiap individu cenderung sangat menurun setelah layanan bimbingan kelompok. Oleh karena itu, layanan bimbingan kelompok cukup efektif dalam meningkatkan perilaku positif siswa sehingga layanan bimbingan kelompok dapat diterapkan secara luas di sekolah lain.

Kata kunci: bimbingan kelompok, sopan santun, moral, siswa, SMK

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INTRODUCTION

The era of globalization and digitalization might bring many changes and developments (Luo, 2021). Those alterations are not limited to one field but span various fields. The transformation occurs across technology and communication, norms, fashion, and daily behavior. Similarly, the millennial generation is now facing the effects of globalization, including changes in behavior, speech style, and Western fashion (Çevik, 2022). The majority of the millennial generation expects changes in the variety of innovations. However, the millennial generation could not avoid the impact of those changes, especially in speech style and fashion. According to interviews with Guidance and Counseling teachers at Vocational High School Tamansiswa, digitalization affects how students interact with their teachers. For example, students behave in an impolite manner toward elders and dress immodestly. This confirms the study of Dharma et al. (2023) that the different backgrounds of students and the less habituation politeness in their family play vital role to shape the characteristics of students.

Few high school students paid less attention to polite behavior when they are at school, such as not greeting teachers when they met, not calling teachers according to local norms, eating in class, not paying attention during the lessons, and speaking in a high tone to their teachers (Sarwono et al., 2020; Latrech & Alazzawie, 2023). Students should speak and behave well and dress according to school regulations (Thornberg, 2008). Practically, some students violate the culture of politeness at school (Anjarani, 2023). This fact poses a challenge for most high school teachers. The school should be a space for students to learn knowledge and good manners, but the reality of student behavior is different and far from what it should be.

According to Basch (2011) the primary goal of education in schools is to assist students in obtaining the best education, including academic and non-academic education, and character education. Studies Ritonga (2022) indicate that character education could be widely formed from the influence of the parents and the teachers, in which character values, such as manners, could determine how students socialize according to the social norms and culture. An example of character education is normalizing positive behavior in school life. The definition of manners is a person's habitual behavior that has been agreed upon and accepted within social life (Wood et al., 2002). Manners for students are a form of noble character obtained from practice and habits, both from parents and teachers (Ru'iyah, 2019; Sutrisno et al., 2023). Additionally, manner is an attitude or behavior that is friendly towards others, towards what has been seen and felt in any condition. Basically, manners should be observed anywhere and at any time, including in school. Politeness can be shaped through family education, from waking up to going back to sleep, where students gain knowledge from their family that will influence their polite behavior (Vinet & Zhedanov, 2011). Based on the definition of politeness from several researchers, politeness in this study could be interpreted as the behavior that needs to be accustomed and trained by parents and teachers at school in daily life because it considerably influences the student's social life.

Based on the researchers' preliminary observations, students' manners at school should be regularly trained and inculcated, as many do not greet teachers, use impolite language, and do not focus during class. Consequently, the primary task of the teachers of guidance and counseling at school is to provide direction and character education related to the manner of student at school. Moreover, guidance and counseling teachers could serve as student facilitators. The facilitator's role in this study is to provide students with the courage to solve problems and complete their developmental tasks. Polite



behavior at school is one of the developmental tasks for Vocational High School students because positive behavior is one of the primary capital for student life in the future. As a result, the guidance and counseling teachers provide services to assist Vocational High School students in fulfilling developmental tasks and addressing daily problems. In line with the opinion Sukmawati & Rustam (2023) that the role of the teachers of guidance and counseling is to generate an enjoyable learning experience and to optimize the student's potential. Therefore, providing guidance and counseling services to teachers at Vocational High School Tamansiswa could involve collaborating with other teachers, such as a mathematics or English teacher.

The guidance and counseling teachers could organize services for students to address problems in manners at school. This aims to train and accustom students, both in the school and the community. Teachers provide various guidance and counseling services to assist their students. To address students' manners at Vocational High School Tamansiswa, guidance and counseling teachers could provide basic services through group guidance. Group guidance is the process of providing assistance to an individual student within a group and using group dynamics to prevent negative behavior among students. According to Fauzi & Yustiana (2024) the group, guidance is a service provided to the student group.

Furthermore, group guidance is one of the services in guidance and counseling, delivered in a student group setting using specific techniques. The primary purpose of implementing group guidance is to help group members obtain guidance from counselors to fulfill developmental tasks, increase insight, and gain experience (Habsy et al., 2024). In group guidance, teachers can leverage interactions among group members to foster group dynamics. Accordingly, students or group members who use this service can gain new information and help prevent current problems. Based on those definitions, group guidance is one of the basic services in guidance and counseling that addresses a particular topic through collaborative techniques. The purpose of group guidance is preventive action, in which it utilizes group dynamics to foster interaction among group members.

According to the study of Sitorus (2021) regarding the efforts to improve student manners through group guidance services for class XI Senior High School students indicates that group guidance services could increase student manners, where in cycle I the average manners increased by 70.93% and cycle II increased by 81.58%. In addition, research shows that group guidance services can assist with students' developmental tasks and improve students' manners in Junior High School. However, those studies have not discussed group guidance services to enhance good behavior among vocational high school students, despite polite behavior never being given to them. To close the research gap, the primary purpose of this study is to analyze group guidance services to improve positive behavior among students in class X at MPLB Vocational High School, Tamansiswa. The results of this study are expected to enhance teachers' counseling services for students, enabling them to excel academically and to behave politely in accordance with school regulations and community culture.

METHOD

The method used in this study is a qualitative descriptive method, with the study conducted in class X at MPLB Vocational High School, Tamansiswa, Sukoharjo. Qualitative research is a type of research to investigate phenomena that cannot be quantified, which are descriptive in nature, such as the process of a work step, a recipe



formula, various definitions of concepts, characteristics of goods and services, images, styles, procedures of a culture, physical models of artifacts and so on (Komariah & Satori, 2011). This approach does not use the term population; instead, it is a social situation comprising three main elements: place, actors, and interaction among actors (Sugiyono, 2012).

This study uses both primary data and secondary data. Primary data are systematically collected from interviews with the guidance and counseling teacher, student observations, and student needs questionnaires (AKPD). The research instruments used are interview guidelines, observation guidelines, and AKPD. The study focuses on class X MPLB students who still have difficulty adjusting to polite behavior at school. The primary reason for choosing this subject is that those students at that level need to get used to polite behavior in a new environment, such as at school. The number of students observed was 60, while the number of questionnaires distributed to students was 60. The informant who supports the results of observations and student questionnaires is the guidance and counseling teacher at Vocational High School Tamansiswa. Data collection techniques include observing student behavior at school, administering questionnaires to students, and conducting direct interviews with students and guidance and counseling teachers. Data collection was carried out from November 13th, 2023, to December 15th, 2023.

RESULTS AND DISCUSSION

Results

The results of the AKPD questionnaire on 60 students of class X at Vocational High School Tamansiswa that were conducted on November 13, 2023 to November 17, 2023 were presented in the Fig. 1. The results indicated that students' living needs were dominated by personal interests, such as pocket money, food, drinks, and sufficient rest with a percentage of 47.15%. The need to study, such as stationery, books, internet access, tutoring, and a conducive learning environment, ranked second at 18.69%. However, the percentage of students' learning needs was less than half of the students' personal needs. This indicates that students' readiness to learn and interest in grade X at Vocational High School Tamansiswa are slightly low. Meanwhile, the percentage of social needs (interacting in groups, participating in school social activities, or having close friends in class) and students' career needs (technical skills development, guidance and consultation regarding subject choices, basic skills training, understanding career planning, or future job prospects) were not much different from students' learning needs with percentages of 17.77% and 16.39%, respectively. The student's low learning, social, and career needs might affect their behavior, especially behavior that does not align with school rules and social norms. This behavior had negative implications for students' futures because they might face difficulties living independently in society or securing a promising career. This is clarified by several studies that students' ability to manage their behavior can affect their jobs (Urquijo et al., 2019; Pirsoul et al., 2023 Chen et al., 2025). Therefore, students' behavior has a significant influence on their future, so group guidance interventions are urgently needed to improve students' behavior at school.



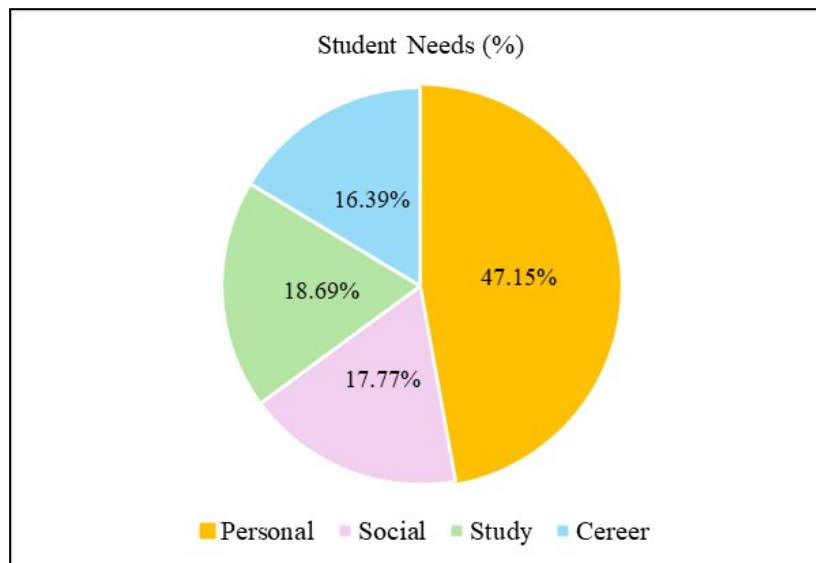


Figure 1. Result of the Questionnaire of Student Needs
 Source: Researchers (2023)

To capture student behavior at school, researchers conducted direct observation at school from November 20th, 2023, to December 1st, 2023. This observation aims to map the behavior of students who still need group guidance services. Students' behavior is comprehensively recognized in terms of communication and student actions at school. Impolite behaviors at school are classified into 10 types, namely: speaking impolitely, disrupting lessons, fighting, skipping school, disrespecting teachers, not dressing neatly, cheating, not knocking on the door and saying hello, mocking, and using inappropriate language. Types of impolite behavior and examples commonly found at school are presented in Table 1.

Table 1.
 Types of Impolite Behavior and Examples at School

No	Impolite behavior	Examples
1.	Speaking impolitely	Using abusive, belittling, or insulting language towards others, including teachers and peers.
2.	Disrupting lessons	Talking or doing other activities that disrupt the teaching and learning process, such as chatting, playing with a cell phone, or making noise.
3.	Fighting	Committing acts of physical violence against other students, either due to personal disputes or due to environmental influences.
4.	Skipping school	Leaving the classroom or school without permission during school hours.
5.	Disrespecting teachers	Saying harsh words, not listening to advice, or taking actions that are detrimental to the teacher.
6.	Not dressing neatly	Not wearing the school uniform properly or dressing in a manner that does not comply with school rules.
7.	Cheating	Cheating on exams or schoolwork.



No	Impolite behavior	Examples
8.	Not knocking on the door and saying hello	Entering the class without permission or without saying hello when entering the room.
9.	Mocking	Making fun of or making jokes that are detrimental to others.
10.	Using inappropriate language	Using impolite words or phrases in everyday conversation.

Source: Researchers (2023)

The results of the student behavior observations showed that 18 students behaved impolitely at school. Of the 10 types of impolite behavior, 8 are found at Vocational High School Tamansiswa: speaking impolitely, disrupting lessons, skipping school, not respecting teachers, not dressing neatly, not knocking on the door and saying hello, mocking, and using inappropriate language. Whilst fighting and cheating were not seen during the observation. The most common impolite behavior among students was speaking impolitely, such as swearing or using foul language, observed in 10 students. In the second place, 7 students were found to be mocking others through jokes that harm others, while 6 students were found to use inappropriate language (not using the words sir/madam when addressing an elder/teacher). The results of observations of impolite behavior in 18 students are summarized in Fig.2.

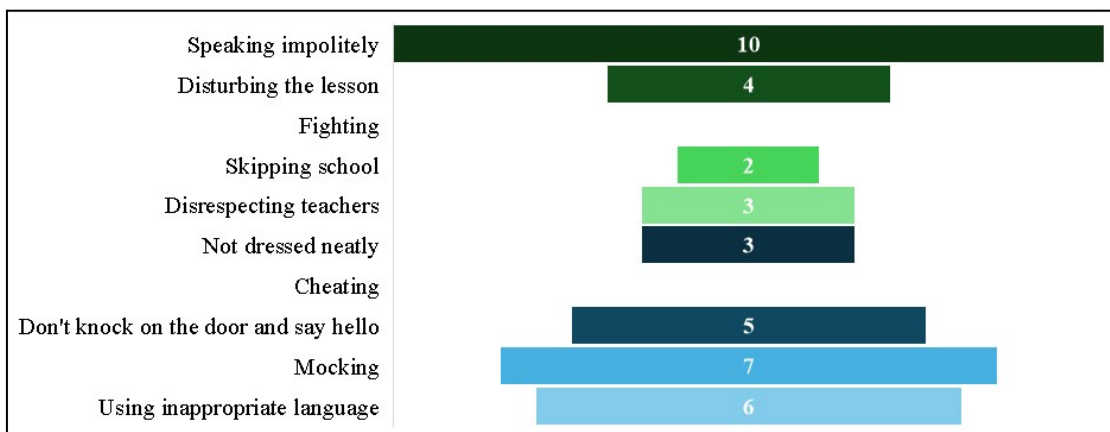


Figure 2. The Result of Observation of Impolite Behavior in Vocational High School Taman Siswa
 Source: Researchers (2023)

Based on initial observations of students, 18 students were found to have behaved impolitely. To shape students' positive behavior, group guidance services would be conducted. The students are divided equally into 3 groups, each consisting of 6 students. The group guidance services in those groups are held at different times on the same day, especially on December 4th, 2023. The guidance technique for that intervention is a group discussion with a guidance and counseling teacher. In the discussion, the guidance and counseling teacher would explain clearly which behaviors are allowed and which are not at the school and in social life. Next, the group discusses the challenges students face in real life. After conducting group guidance services, the 18 students will be observed to



determine changes of their behavior. The observation was carried out from December 5th, 2023, to December 15th, 2023.

Table 2.
 The Change of Student Behavior After the Group Guidance Services

No.	Student	Impolite Behavior Before the Group Guidance Services	Impolite Behavior After the Group Guidance Services
A Group 1			
1.	X1	Not dressing neatly, not knocking on doors and saying hello, using inappropriate language	Using inappropriate language
2.	X2	Speaking impolitely, not respecting teachers	-
3.	X3	Disrupting lessons, disrespecting teachers	-
4.	X4	Not knocking on doors and saying hello, using inappropriate language	Using inappropriate language
5.	X5	Speaking impolitely, not respecting teachers	-
6.	X6	Skipping school, Not knocking on doors and saying hello	-
B Group 2			
1.	X7	Speaking impolitely, mocking	-
2.	X8	Mocking, using inappropriate language	-
3.	X9	Speaking impolitely, disturbing lessons, not dressing neatly	Not dressing neatly
4.	X10	Speaking impolitely, skipping school	-
5.	X11	Speaking impolitely, not knocking on the door and saying hello, mocking	-
6.	X12	Disrupting lessons, using inappropriate language	Using inappropriate language
C Group 3			
1.	X13	Speaking impolitely, disturbing the lesson	-
2.	X14	Not knocking on the door and saying hello, not knocking on the door and saying hello, mocking, using inappropriate language	-
3.	X15	Speaking impolitely, not dressing neatly, mocking	Mocking
4.	X16	Mocking	-
5.	X17	Speaking impolitely, mocking, using inappropriate language	-



No.	Student	Impolite Behavior Before the Group Guidance Services	Impolite Behavior After the Group Guidance Services
6.	X18	Speaking impolitely, disturbing the lesson	-

(Source: Researchers, 2023)

The results of student behavior after the group guidance services showed that 5 of 18 students still behaved impolitely (Table 3). However, the number of impolite behaviors in everyone tended to decrease sharply after the group guidance service intervention.

Discussion

This finding aligns with previous research indicating that group guidance services can improve students' positive behavior (Sitorus, 2021). For example, student X1, who was previously found to have 3 types of impolite behavior (not dressing neatly, not knocking on the door and saying hello, and using inappropriate language), changed into 1 type of impolite behavior (using inappropriate language). The use of inappropriate language, such as swearing, is the type of impolite behavior most commonly found among students in class X at Vocational High School Tamansiswa. This is in line with Rosalinda & Satwika (2015) the fact Habibah & Marsinun (2023) that verbal aggressive actions, such as swearing, cursing, or belittling people, are often found in schools. One of the primary factors that makes it challenging to eliminate the use of inappropriate language in the school is the influence of social media because some students consider that the use of unusual language could attract many students around them (Zhang et al., 2020).

Another negative behavior still found among students of Class X at Vocational High School Tamansiswa is mocking friends. However, it was only found in one student. Mocking friends can be considered bullying because it makes fun of or harms others. Bullying in the school can come from the influence of social media because students imitate the bullying actions of online media (Ferreira et al., 2021). Moreover, bullying has a considerable effect on the students' mental health, which can indirectly increase the conflict or violence among students (Elsaesser et al., 2021; Dowdell et al., 2022). Consequently, it is necessary to address the root of the problem and provide additional group guidance services to prevent bullying in the school.

The use of clothing that does not comply with school regulations, such as not wearing a belt, is still observed among students after group guidance services are carried out. The use of uniforms in the school symbolizes student discipline and politeness. The main reasons for using uniforms in schools are safety and security, equality of social status, and strengthening discipline and moral values, which are expected to improve student achievement (Friedrich & Shanks, 2023). Many countries have made it mandatory to wear uniforms in schools, such as Australia (Meadmore & Symes, 1997), Canada (Raby, 2010), and the UK (Friedrich & Shanks, 2023). In Indonesia, wearing uniforms is mandatory for students when they are at school because it will produce and display good moral character in the students (Larson, 2024). Therefore, normalizing the proper use of uniforms in the school can shape positive student behavior.

CONCLUSION

The group guidance services for students to normalize positive behavior in the school are not easy to implement. The results of this study on students in class X at Vocational High School Tamansiswa indicated that 5 of 18 students still behaved in an



impolite manner, including using inappropriate language, mocking friends, and failing to dress neatly. However, group guidance services could gradually reduce negative student behavior by reducing impoliteness among students. Statistically, group guidance services can reduce the number of students who behave in an impolite manner to 5 out of the previous 18. Therefore, group guidance services, especially for high school students, are highly effective in fostering polite behavior and can be widely applied across other school levels. The polite behavior of students is expected to be the foundation for achieving a bright future, both at the next level of education and in society.

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